

DOCUMENT RESUME

ED 160 163

JC 780 526

AUTHOR Goodman, Michael J.
TITLE The Deaf Student in Your Class: An Index to Problems, Solutions and Shortcuts, and Practical Information About Deaf People, for College and High School Instructors.
PUB DATE [78]
NOTE 101p.
EDRS PRICE MF-\$0.83 HC-\$6.01 Plus Postage.
DESCRIPTORS Aurally Handicapped; *Deaf; *Deaf Education; Deaf Interpreting; Employment Patterns; Employment Problems; Hard of Hearing; Lipreading; Manual Communication; *Postsecondary Education; Psychological Characteristics; Secondary Education; Social Background; Social Development; *Student Characteristics; *Teaching Guides; *Teaching Methods; Teaching Skills

ABSTRACT

The guide is organized to serve as a ready-reference tool for teachers with deaf students in their classes. Topics covered are arranged alphabetically and present effective classroom techniques, basic information about deafness, and typical behavior and problems of deaf students. These include: answering deaf students' questions in class; attracting the attention of deaf students; checking student comprehension of information; evaluating classroom facilities; three major methods of communication among the deaf (sign language, finger spelling, and lip- or speechreading) and oral, manual, and combined communication systems; background on personal, social, and employment characteristics of deaf people; definition of deafness, its effects on human communication, and the nature of the handicap in terms of social and emotional interaction; classroom distractions; common errors in deaf students' writing; grading theory and practice; cooperation with the classroom interpreter in addressing the problems of comprehension and reverse-interpreting; lipreading effectiveness; the history of, justification for, and learning of sign language; tips for conversation with deaf students; lecture techniques; psychology of teachers' frustration in communicating with the deaf; suitability of tasks for deaf students; use of visual aids; and vocabulary problems. (MB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED160163

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Michael J. Goodman

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

THE DEAF STUDENT IN YOUR CLASS

An Index to Problems, Solutions and Shortcuts, and
Practical Information About Deaf People,
for College and High School Instructors

Michael J. Goodman

Golden West College

Huntington Beach, California 92647

1978

JC 780 526

Index

To The Instructor	Page iv
Before You Begin, Quiz Yourself	v
Answers To The Quiz	vii
ANSWERING QUESTIONS IN CLASS	1
ATTRACTING ATTENTION IN CLASS.	5
CHECKING COMPREHENSION	7
CLASSROOM FACILITIES	9
COMMUNICATION AMONG THE DEAF	10
DEAF PEOPLE: BACKGROUND FACTS	12
DEAF PEOPLE: EMPLOYMENT CHARACTERISTICS AND POTENTIAL	16
DEAF PEOPLE: PROBLEM OF UNDEREMPLOYMENT	18
DEAFNESS: DEFINITION.	21
DEAFNESS: EFFECT ON HUMAN COMMUNICATION	26
DEAFNESS: HANDICAP.	30
DESTRCTIONS: "THE INTERPRETER SHOW".	36
DESTRCTIONS: SIGN LANGUAGE CONVERSATIONS	38
ERRORS IN WRITING.	40
GRADING THEORY AND PRACTICE.	44
INTERPRETER: COOPERATION WITH	48
INTERPRETER: PROBLEMS OF COMPREHENSION.	52
INTERPRETER: PROBLEMS OF REVERSE-INTERPRETING	56
LIPREADING EFFECTIVENESS	59
SIGN LANGUAGE: HISTORY.	62
SIGN LANGUAGE: JUSTIFICATION.	64

	Page
SIGN LANGUAGE: LEARNING	73
SPEAKING: CONVERSATION TIPS	76
SPEAKING: LECTURE TECHNIQUE	78
SPEAKING: THE PSYCHOLOGY OF OUR FRUSTRATION	79
TASK AND PERFORMANCE	82
VISUAL AIDS.	84
VOCABULARY PROBLEMS	91

To The Instructor

There are two ways of teaching a class containing deaf students. The first way is to ignore the problem, proceed as you usually do and hope for the best. The second way is to inform yourself about the unfamiliar situation so that you will be able to serve your deaf students effectively.

This handbook is written for the instructor who believes that the second way makes more sense. And that, I am sure, is you.

I have attempted to select useful and practical information about deafness, deaf people, and the special techniques of teaching classes containing deaf students. In some cases, I have not hesitated to quote from experts in the fields of education, psychology, and rehabilitation of the deaf. The information is designed for the busy instructor who demands something quick and usable. For this reason, the handbook has an index which is meant to be used, and information which is presented in alphabetical order.

On the next page is a ten-question quiz. Turn to it now. How much do you know? How much more would you like to know? The answers immediately follow the quiz with notations about where more facts on the same subject may be found in this handbook.

Before You Begin, Quiz Yourself!

1. How do you attract the attention of a group of deaf students who are reading a text at the back of the classroom?
2. Why should your classroom be as soundproof as possible? After all, deaf people can't hear, can they?
3. Are deaf students as intelligent as hearing students?
4. Why do we call all hard-of-hearing people deaf? After all, we don't consider all people who wear glasses to be blind!
5. Should you concern yourself with sign language conversations between students in class?
6. Do you expect your deaf students to ask as many questions as hearing students do?
7. When a deaf student asks you a question in class, do you think you will always understand exactly what he has in mind?
8. Will your deaf students be able to read your lips?
9. Why should you avoid having deaf students follow a section in a text while you continue to explain what it means?

10. Why should you avoid pointing at items of diagrams on the blackboard or on wall charts, referring to this and that to get your point across?

Answers To The Quiz

1. Flick the light switch! (See ATTRACTING ATTENTION IN CLASS.)
2. Partially deaf people, especially those wearing hearing aids, are bothered by distracting noises. It is hard for them to select the sounds which they need to comprehend your lecture. It's hard on the nerves, too. (See CLASSROOM FACILITIES.)
3. You bet! (See DEAF PEOPLE: BACKGROUND FACTS.)
4. We tend to have a stereotyped image of people with loss of hearing. This comes about through incomplete thinking. We have to distinguish between gradations of hearing loss if we truly wish to view each student as an individual, with his own special abilities to receive, understand, and transmit information. (See DEAFNESS: DEFINITION.)
5. You certainly should. Find out from your interpreter what is the subject under discussion. Is it amplification of a point you made? Is it an explanation of a task which has to be performed and which was not made plain enough? Or is it about what happened on the beach yesterday afternoon? Answers to these questions may be clues to your effectiveness as a lecturer. (See DISTRACTIONS: SIGN LANGUAGE CONVERSATIONS.)

6. If you do, you may have a surprise coming. For various reasons which you should know, deaf students fail to ask their fair share of questions. (See INTERPRETER: PROBLEMS OF COMPREHENSION.)
7. That depends on the skill of the interpreter to reverse-interpret. It's very hard to learn to do this well. (See INTERPRETER: PROBLEMS OF REVERSE-INTERPRETING.)
8. Probably not very well. They may be able to pick out between 20 and 30 percent of what you say by the movements of your mouth. The rest is guesswork. (See LIPREADING EFFECTIVENESS.)
9. They can't read the words and follow the interpreter's hands at the same time. (See VISUAL AIDS.)
10. Unlike the hearing student, the deaf student is not equipped to deal with this kind of explanation. Neither is the interpreter. You force the interpreter to stop signing and to turn his head in order to grasp what you have indicated. There is not enough time to do this, and it's an unfair burden on him. Signing this or that to the student is of little use, for the latter can't give undivided attention to the diagram. He has to watch the hands too. (See VISUAL AIDS.)

ANSWERING QUESTIONS IN CLASS

All questions must be addressed to you, the instructor. They are not ordinarily to be addressed to the interpreter unless there is a situation of interpretation or clarification which does not concern hearing students and which can easily be dealt with by him.

Be firm about this in classes where you feel deaf students are by-passing you by making unnecessary signs to the interpreter. Although he may seem to be signing back confidently, he is, of course, not qualified to teach the class, and in extreme cases should be gently reminded of this fact. I consider the habit of quizzing the interpreter for as long as possible before being stopped to be a result of over-dependence on him.

If a deaf student has a question, he should ask it in the same way a hearing student does--by raising his hand first and being recognized by the instructor.

It has been suggested to me that deaf students might be capable of saying a prearranged word at any moment in class, which means "I have a question." At the same time they should put up their hands. This should give them a much better chance of being noticed. This might or might not work. If you can arrange for this signal it would be of benefit to deaf students during a lecture situation because their word would bring you up short before too much detail

has gone by. The process of interpretation is not instantaneous, and in the ordinary way there would be a delay before the students could read the interpreter and decide on a question. Whether you can use this "instant" method depends who your deaf students are. Obviously you will have to get together with them in order to arrange any such convention. A good word might be "Wait!" or "Please!", or the instructor's name might be used, depending on the students' capability of forming the sound. Ask your interpreter what he thinks. Probably this arrangement would be most suitable for very large classes where deaf students are less prominent in the room.

When hearing students ask questions, they usually have the tendency to speak too quickly for effective interpretation, and sometimes too softly for the interpreter's ear. For these reasons, the interpreter cannot receive or transmit with completeness and accuracy. Of course if the questions are inaudible or indistinct, the interpreter cannot begin to do his job. If necessary, ask hearing students to speak slower or more loudly in class. They will not mind repeating their questions in the least, and tend to catch on fairly well to what is demanded of them.

Hearing students also fail to realize that when more than one person speaks at once, the interpreter cannot transmit everything which the hearing people have picked up with the greatest of ease. He has only one brain and one pair of hands. Restrain the class, therefore, from shooting questions

in such a way that they seem to overlap and jumble up in a confusing way. Questions and answers fired backwards and forwards liven up many a lecture class, and with a little careful "refereeing" you can see to it that your class benefits too. If you ignore this point, your deaf students will not be participants in a discussion involving questions and answers, but merely bewildered spectators of mouths moving mysteriously.

In an all-deaf class, I have seen as many as ten deaf students shoot up their hands at one time, wishing to respond to a question from the instructor or perhaps with a question of their own. Yet the instructor takes only one response or question at a time, recognizing one student after another in a methodical manner. This is the only way an all-deaf class can be conducted. Interruptions are confusing when all eyes are following one pair of hands. This is the way your integrated class should be also. It is not much of a hardship to slow down the fast repartee.

Hearing students also fail to see that deaf students are asking questions in sign language because they are not placed in the commanding position which you have. Thus, they do not always observe the signs which are being made. You have to inform a hearing student that a deaf student has your attention at that moment and that his question will be taken in order. What appears to an unobservant hearing student to be a silence for no particular reason, is actually

that quiet moment before the interpreter begins to reverse-interpret. Mention casually to your hearing students that they should watch for this kind of thing, and that you cannot, for very practical reasons, accept two questions at one time.

ATTRACTING ATTENTION IN CLASS

Attracting the attention of hearing students is not hard because you can call them to order with your voice. Deaf students who are looking around or who have their eyes in a book, cannot be attracted by this means. You have to resort to a visual method of communication.

Often you can attract a student's attention by holding up your hand to indicate that you are ready to speak. If you make a habit of this kind of gesture, your deaf students will become accustomed to watching for it. It will be effective most of the time, especially if you have announced this practice in advance.

Sometimes, however, this will not work. For example, students might be reading notes or the text with so much concentration that they cannot spare a corner of the eye for you. They might be shielding their eyes as they read so that you are effectively blocked out. They might be occupied in a writing task. In any event they are unable to react to an ordinary visual signal at these times. When it is possible, have the interpreter tap a student on the shoulder to attract his attention. He will normally do this without your requesting it in a class where there are only two or three deaf students, for he can observe perfectly well what is going on in his relatively small sector.

When this kind of contact is not easy, as with larger

groups of students or with people who are not sitting conveniently close to the front of the room, you or the interpreter must have access to the light switch of the room. A quick off-on flick of the switch works every time. Everyone's head will turn your way!

CHECKING COMPREHENSION

Conducting an all-hearing class is relatively simple in that you give out information, students work in certain ways with it, and you confirm comprehension and progress of skills through testing and examination. This kind of process does not always work so well for deaf students because there is often a breakdown in comprehension of information, sometimes most basic, in the early stages.

It seems obvious to me that it is a complete waste of time and energy to wait until weak scores on a test indicate that a deaf student has learned little. Better to help out early in the game by keeping a watch on the learning process. This can be done in various ways.

1. Check the notes of your students when there is no note-taker.
2. Verify comprehension by individual oral questioning.
3. Demand recapitulation statements, either in class or out.
4. Check that preliminary tasks are well done.
5. Check on the content of student-to-student or student-to-interpreter chatter which might indicate that a point of your lecture needs reinforcing or clarifying.
6. Follow up lectures by discussing student comprehension with the interpreter himself. If he has been in close contact with the students during the hour, what he has to tell you is essential for evaluating progress in this area.

7. Pay special attention to what appears to be elementary vocabulary and terminology by asking for frequent definitions. Failure to understand the definition of a seemingly simple term can block comprehension of major ideas.

CLASSROOM FACILITIES

Rooms where lectures are given should ideally be placed in a quiet section of a building. Sounds of people passing by and vibrations or noise from machinery and generators disturb partially deaf students, especially those who wear hearing aids. Distracting noises contribute to the strain which a partially deaf person already feels. It is not always easy to select and distinguish the sounds which he needs to comprehend the lecture or class discussion. The less unnecessary strain which is put on him, the more he will be physically and mentally able to concentrate on your lecture.

The classroom itself should be acoustically treated. A floor covering which deadens sound is of benefit. A clear and natural-sounding speaking voice, which is projected in a properly treated room, is what a partially deaf person wearing a hearing aid likes best.

All deaf students appreciate a room where there is a minimum of glare. Their experience in class is of course a visual one. They use their eyes to an extent which is beyond the experience of hearing people. Because of this, they appreciate furnishings which have non-glare surfaces, and lighting which is efficient yet restful to the eyes.

COMMUNICATION AMONG THE DEAF

There are three methods of communication available to deaf people besides reading, writing and speech. They are:

(1) Sign language. This is an ideographic method of expression in which words and ideas are graphically formulated by means of codified gestures of the hands, arms and body, aided by facial expressions.

(2) Finger spelling. This is a method of spelling letters of the alphabet by forming the fingers of one hand in standard positions to represent the letters.

(3) Lipreading or speechreading. This is the method of understanding spoken language by visually interpreting the movements of the lips.

These three basic methods of communication are used in various ways within three general systems: oral communication, manual communication, or a combination of the two. Richard G. Brill defines these systems:

"1. The term oral communication as used by educators of the deaf denotes the teaching of speech as an expressive skill to deaf children and the teaching of speechreading as a receptive skill to deaf children. It also means that speech and speechreading are the means of communication

used for transmission of thoughts and ideas. The oral educator does not exclude the use of reading and writing but he does exclude the use of any manual communication. In some, but not all oral programs, it is thought that the oral skills should always precede reading and writing.

"2. The term manual communication includes both expressive and receptive forms of communication. It also includes two basic systems: one the sign language and the other finger spelling. In actual practice, frequently both sign language and finger spelling are used in the same communication.

"3. The terms combined or simultaneous means of communication generally mean that expressively, speech and finger spelling are used simultaneously, or speech and the sign language are used simultaneously. On the receptive end, the individual is receiving the message both through lipreading the speech and through reading the signs or finger spelling simultaneously with the lipreading."

[Richard G. Brill, "Total Communication as a Basis of Educating prelingually Deaf Children," Communication Symposium, Maryland School for the Deaf, (March 13, 1970), p. 9-10.]

(See LIPREADING EFFECTIVENESS, and the sections on SIGN LANGUAGE.)

DEAF PEOPLE: BACKGROUND FACTS

This short but arresting summary by McCay Vernon will serve as introduction to the lives of students we serve. The summary is taken from an address to parents of deaf children.

"Just as there are differences between being 40 and being 20 (as those who are no longer 20 are painfully aware), there are also differences between being deaf and normally hearing. Those who are deaf are keenly aware of these differences.

"Intelligence. Since the development of intelligence tests in the early 1900's, there have been over 33 research studies done on the intelligence of the deaf. These conclusively prove that deaf people are as bright as hearing people. There are the same percentages of geniuses, of people with average IQs, and of people with low IQs among the deaf as among the nondeaf.

"Marriage patterns. Ninety-five percent of deaf persons marry other deaf persons; the other 5 percent are generally the hard of hearing or those deafened later in life. This is understandable; and in most cases, it represents a healthy adjustment to deafness. These marriages are basically stable; however, there is a slightly higher percent of unmarried persons among the deaf due to a somewhat higher ratio of deaf

men to deaf women.

"Sexual adjustment. There is little reliable information about this area. One fact which does stand out is that very few deaf adults obtained any sex education from their parents. Few parents learn to fingerspell or to use the language of signs; only a small percent of deaf children speechread, speak, or read well enough to learn of the complexities of sexual behavior and responsibility through oral or written means. The failure of parents to learn to communicate adequately with their children accounts, in part, for the somewhat higher prevalence of sexual maladjustment among the deaf.

"Vocational adjustment. Despite their having the same intelligence as the hearing, the deaf are frequently forced into varying levels of manual labor. Professional employment is rare. Five-sixths of the deaf are in some form of manual labor as contrasted to one-half of the general population. Only 17 percent of deaf people do white collar work compared to 46 percent of the general population. This is due primarily to the failure of the educational system at large to provide for the deaf the opportunity to adequately develop their intellectual potential and use it in appropriate vocational pursuits.

"Education. The results of the education of the deaf are disgraceful as the following information will

show:

I. Boatner & McClure Study. In 1965 a study was done which included 93 percent of all pupils enrolled in schools for the deaf in the United States who were 16 years old or older and who were leaving school. Thirty percent of these youth were functionally illiterate. Only 5 percent achieved at a tenth-grade or better level. Of these youth, 60 percent were at grade level 5.3 or below.

II. Wrightstone, Aronow & Muskowitz Study. In 1959, 73 school programs were studied involving 53 percent of all deaf school-age children. They found that from 10 years to 16 years of age, the average gain in reading was less than one year. Furthermore, the average reading score for a 16 year-old deaf youth was grade level 3.4.

III. Schein & Bushnag Study. This study found that admissions of deaf youth into college were only one-tenth the percent of the admissions to college of normally hearing students. For example, if 40 percent of the normally hearing get into college, then only 4 percent of the deaf get into college.

"These are the facts. What are their implications? First of all, they clearly indicate that schools are not fulfilling their responsibilities to deaf children and their families. They are taking children of normal

intelligence and providing them with what is at best
a second-rate education. [McCay Vernon, The Failure
of the Education of the Deaf, (A paper presented to
the Greater Chicago Parents of the Hearing Impaired.
N.D.)]

DEAF PEOPLE: EMPLOYMENT CHARACTERISTICS AND POTENTIAL

A 1970 study of the deaf population of Baltimore, Maryland, made the following conclusions:

- "1. Deaf people are reliable and stable in their employment and employers are uniformly satisfied with their performance.
2. Most young deaf adults approve of vocational training if opportunities are available.
3. The majority of deaf workers are found in skilled and semi-skilled manual occupations in which they tend to show little mobility.
4. Deaf people are generally satisfied with their employment. This may be an attitude born of longstanding lack of opportunity for vocational education.
5. Writing is the most dependable means of communication on the job for deaf people, many of whom are able to communicate both orally and manually as the situation determines.
6. The vocational aspirations and aptitudes of young deaf adults indicate that they have potential for higher level occupations than they normally hold.
7. So that deaf people may aspire for occupations for which they have potential, better preparation in communication skills, educational achievement, and vocational

and technical skills is essential.

8. Improved public relations are needed to acquaint industry with the potential of deaf individuals as productive employees.

9. The difference in work adjustment between the deaf and the hearing person needs to be studied. Numerous recommendations for future research in this area are

made by the investigators of the status studies." [Edna P. Adler, ed. Research Trends in Deafness: State of the art, (Department of Health, Education and Welfare, 1970), p. 15.]

DEAF PEOPLE: PROBLEM OF UNDEREMPLOYMENT

The report which contains this information deals with the action to expand vocational rehabilitation services for deaf people. As we know, the educational experience often constitutes a special kind of shelter, so different from the more severe world which is to follow--that of competing for a paycheck. This is not necessarily a bad thing and it occurs as often with hearing students as with deaf. Yet the latter are handicapped by special disadvantages when the shelter door shuts behind them for the last time.

"Due to their normal strength, mobility, and intelligence, deaf people can find employment. However, their jobs are much too often unskilled despite individual potential for higher level work, resulting in large human and economic losses [T]he principle reasons for this widespread underemployment are:

(1) Undertraining and undereducation of the deaf person in:

- (a) communication--writing, reading, speaking, sign language, understanding
- (b) interrelationships with people and situations
- (c) vocations
- (d) cultural adaptation.

(2) Inadequate image development of the deaf: The public in general, including employers, has little correct knowledge about the handicapping aspects of the disability. The communication barrier appears overly formidable in the face of this lack of knowledge and experience. Consequently, rich manpower resources lie dormant in many deaf persons for want of opportunities for appropriate public services and jobs. In addition, many professional workers with the deaf have low aspiration levels as to what deaf people can achieve.

(3) Underservice of programs that should serve the deaf: The unique nature of early, profound deafness requires special knowledge and skills, which are scarce, in order to extend services to deaf people effectively. Since most programs are devoid of such skills, their routine cumulative contributions to suitable employment for normally hearing people do not operate for the deaf. Consequently, many programs seriously underserve deaf people, thereby contributing to their underemployment.

(4) Community isolation: To find social satisfaction, deaf people group in a subsociety of deaf peers where in-group and individual communication problems are resolved. Their isolation is thus intensified. They share and grow with each other within the seriously limited group experience, but fail to achieve a fair

role in the more rapidly evolving experiences and services of society at large. The impacts of undertraining, underservice, and inadequate image development are thus reinforced with consequent further deterioration in prospects for suitable employment.

(5) Family isolation: Deaf people are often isolated in the family circle. They fail to benefit from family strengths and opportunities because the family does not communicate freely with them. An example is the job which many normally hearing people obtain through family connections. The limited sharing of many deaf people in family planning and goals due to the communication

problem seriously curbs their proper job placement." [Department of Health, Education, and Welfare, Vocational Rehabilitation Administration, "Underlying Principles," Action for the Deaf, (A report of the Planning Conference on Expanding Vocational Rehabilitation Services for the Deaf, Commissioner's letter 66-21, 15 Mar 1966), p. 2.]

DEAFNESS: DEFINITION

It is unfortunate that the average hearing person has a stereotyped image of someone with loss of hearing. This comes about in the way of so many stereotyped images--as a result of incomplete thinking.

We speak of people who have completely lost the use of their eyes as "blind," but we know that all people who wear glasses should not be lumped together into that category. Yet who is prepared to make a distinction between gradations of hearing loss which exist among "deaf" people? Many are profoundly deaf and these have no more use for a hearing-aid than a blind man has for glasses. But so many deserve to be called "hard-of-hearing", for this is, in fact, what they are.

Some hard-of-hearing people wear hearing aids. Others do not. Many, though you may not know it through lack of close contact, have varying speech ability. These are "deaf" to a degree, it is true, yet they deserve, as individuals, to escape the cloak of a term of convenience.

A 1970 report on services for deaf adults states: "Deaf people should not be confused with those suffering from lesser degrees of hearing loss, who total about 20,000,000 Americans and whose numbers may be increasing because of noise pollution. Perhaps no more than

300,000 are profoundly deaf. These deaf persons are extremely handicapped. They are forced to receive almost all their information visually, which puts them at a major disadvantage. Their language development and communication, key factors in learning and motivation, are deeply affected, and the earlier the onset, the greater the deprivation. The needs arising from such a devastating impairment are complex and varied. . . ."

["Comprehensive Services for Deaf Adults," Research and demonstrations, III (May 1, 1970, p. 1.)]

For educational purposes, we would do well to note Helmer R. Myklebust's definitions. He first refers to a classification by the Committee on Nomenclature of the Conference of Executives of American Schools for the Deaf:

"This committee defined the deaf as 'those in whom the sense of hearing is nonfunctional for the ordinary purpose of life.' They classified the deaf into two groups on the basis of the age at which deafness occurred:

1. The congenitally deaf. Those who are born deaf.
2. The adventitiously deaf. Those who are born with normal hearing, but in whom the sense of hearing becomes nonfunctional later through illness.

This same committee defined the hard of hearing as 'those in whom the sense of hearing, although defective, is functional with or without a hearing aid.'

"For educational purposes, it is necessary to add

another factor before suitable classification can be made. This factor is the extent to which the hearing loss has affected language development. During recent years the consideration has become increasingly important. A greater number of individuals can be classified as having functional, or useful hearing because they can be benefitted through the use of hearing aids. This being true, it has become more difficult to distinguish between those who have functional hearing with a hearing aid and those who do not. Such a distinction usually is critical in educational planning, so an additional definition has become necessary. It is based on the type of educational problem presented by a specific child. This definition is:

1. Deaf are those whose hearing loss has precluded normal acquisition of language.
 2. Hard of hearing are those having a hearing loss but in whom language acquisition has not been precluded.
 3. Congenitally deaf are those who are born deaf.
 4. Adventitiously deaf are those who are born with normal hearing but in whom the sense of hearing becomes nonfunctional later through illness.
- Also, they are those in whom the sense of hearing, although defective, is functional with or without a hearing aid.

5. Sensory-neural deafness includes all hearing loss which derives from trauma, maldevelopment, or disease affecting the normal function of the inner ear.
6. Conductive deafness includes all hearing loss which derives from lack of normal function in the middle ear.
7. Central deafness includes all auditory impairment which derives from lack of normal function of the auditory pathways leading from the inner ear to the interpretive areas of the brain.
8. Presbycusis is the term used for deafness which results from the natural loss of hearing which accompanies advancement in age.
9. Deafened is another term which means that hearing was normal, language was acquired and is remembered, and the degree of deafness is so great that no useful residual hearing is retained."
[Helmer R. Myklebust, The Psychology of Deafness (New York: Grune and Stratton, 1966), p. 4.]

The students who are likely to be sitting in your class have been afflicted by any one of these kinds of deafness. Each kind brings its own individual handicap to the person who possesses it. One may readily understand, therefore, how unfair it is to use the description "deaf" as a convenient blanket term. A student who is not profoundly deaf and who profits from the use of a hearing aid may, for

example, have needs and capabilities which are uniquely his own. He may use the interpreter less than he might have done had he not possessed a hearing aid. His language ability may be superior or deserving (certainly in class discussions) of special attention.

Myklebust points out that hearing impairment varies from person to person and from one circumstance to another. This makes it difficult to define rigorously what is meant by terms such as "hearing loss", "deaf", and "hard of hearing". Such definitions vary according to the purpose for which they are being made. In medicine, he continues, frequently a classification is made on the basis of the type of pathology present. In education, prime considerations are the degree of deafness and the age at which it was sustained.

In the light of all this, I believe that we should view each deaf student as an individual with his own special abilities to receive, understand, and transmit information. This is how we would choose to be viewed, were we deafened.

DEAFNESS: EFFECT ON HUMAN COMMUNICATION

Here McCay Vernon explores implications of communication difficulties in an address to parents of deaf children.

"A full knowledge and acceptance of the meaning of deafness in terms of communication difficulties is basic to understanding deafness either educationally or psychologically. Despite the crucial nature of this information, it is a fact that most professionals in education, speech, audiology, medicine, and other specialities meet so few deaf people, especially deaf adults, outside of clinics or schools that they have only a vague concept of the implications of the communication difficulties of deafness in psychological, social and vocational terms. If deaf people spent their entire lives in clinics and schools instead of out in the world having to face the issues of economic and psychic survival, such gaps in professional knowledge would not be so destructive to them. However, deaf people do not desire a life of dependency, nor are clinics or schools at all anxious to assume lifelong responsibility for them. Consequently, the deaf person pays a very dear price for the failure of those whose professional responsibility it is to understand the essence of his disability -- communication. . . .

"Today most deaf young people were born deaf or

acquired hearing loss before they were old enough to have fully learned to talk and to use language. Under such circumstances, normal speech can not be developed. Sometimes intelligible speech can be acquired, but in many cases the prelingually deafened will not be able to talk in a way that is understandable to employers and the general public. If we will remember the trouble we may have had learning to speak a foreign language which we could hear, then try to imagine the difficulty we would experience in learning to articulate a foreign language if we could not hear our own voice. It is then easy to understand why many capable deaf persons lack the ability to speak intelligibly.

"Speechreading is another aspect of the communication problem faced by deaf persons. Only rarely do professional specialists in deafness fully understand the limitations of speechreading as a technique for adequate communication. Few recognize that 40 to 60 percent of the sounds of the English language are homophonous, i.e., they look just like some other sound on the lips. Add into to the ambiguity inherent in the phonetics of the language are factors such as poor lighting, buck teeth, cigarettes in the mouth, mustaches, bad speech habits, small immobile mouths, head movements, and countless other interferences. These reduce the percentage of most speech that can be lipread to about 20 to 30

percent at the most, provided the person is a good lipreader. Many deaf people are not.

"Another aspect of the communication problem is the fact that the prelingually deafened do not have the chance to learn the vocabulary and syntax of language by hearing it. Consequently, they generally know no grammar or word meanings until they enter school. They do not know their names, the names of their parents, or the words for the food they eat and the clothes they wear. The late start in learning language, coupled with the fact that their exposure to language is only through vision, results in the average deaf person not developing a large vocabulary or a skill in the use of English syntax. Their written language is generally poor and in many cases the deaf person is unable to clearly communicate complex ideas through writing.

"In view of the communication problems deaf persons face with speech, lipreading, and writing, many find that they achieve greatest communication skill in the language of signs and fingerspelling. Often deaf persons who lack any appreciable ability at oral or written communication can express and receive complex ideas in the language of signs.

"In years past most deaf youth attended state residential schools at least during their high-school age years. Consequently, those who could not communicate orally

were always able to communicate manually. This is no longer true. Today many deaf young people attend day classes or day school programs with hearing students. This works out successfully for some. They develop intelligible speech, they can read and write, and are able to use lipreading for limited communication purposes. However, a large proportion of these youths do not learn to speak intelligibly, they cannot read and write enough to convey more than rudimentary daily needs, and they do not speechread. Vocational counselors are facing more and more of these cases, especially in larger cities. Counselors and parents are reacting with righteous anger, but thus far metropolitan school systems have done little to alleviate it." [McCay Vernon, The Failure of the Education of the Deaf, (a paper presented to the Greater Chicago Parents of the Hearing Impaired, N.D.)]

DEAFNESS: HANDICAP

It is about as easy to write an account of the characteristics and background of deaf people as it is to present the characteristics and background of hearing people. That means a great number of people. I shall not deceive myself, therefore, that I can categorize people who are hard of hearing in order to give useful and accurate information about them. What I shall do, however, is to present a collection of facts about deaf people which may go some way toward helping instructors understand the deaf experience.

In a lecture on the education of the totally deaf child, Dr. Eric Greenaway, head of a residential school for the deaf, has this to say on the early development of deaf children:

"The great importance of hearing in normal life must be continually born in mind when considering the sad plight of deaf children. There is not a simple physical handicap which can be remedied by mechanical devices. The deaf child makes his appearance on this mortal scene to all outward appearances as the equal of a hearing child. But his inability to hear and differentiate the sounds of the human voice prevents him from acquiring an early and natural understanding of his mother tongue. To such a child the world must remain unexplained and unexplaining. The same deficiency in hearing prevents him from making

progress from the first babbling stage through experimental vocalization to intelligible speech. He remains dumb for the spoken word is unappreciated. This inability to speak and understand speech prevents his normal integration into the family circle, for deafness creates around him a barrier of increasing impenetrability making him a stranger even in his own home. Such a tragedy is not confined to the child himself but reacts in various ways on his parents and his close companions because of their inability to approach him through this strange barrier of silence. Thus at the outset of life there arises a heartrending situation between the deaf child on the one hand with all his normal desires, his tendencies and his need for affection and understanding, and the parents on the other hand with their helpless longings to administer to their child's needs. Between them rears up an ever widening barrier with growing bewilderment and helplessness. The result is frustration to the child and bitterness to the parents.

"It is not difficult now to realize the tragic handicaps which now confront the deaf child in the very dawning of his life. These handicaps may be grouped under seven distinct headings as follows:

1. Inability to develop a normal mental life brought about through lack of mental stimulation. Ideas are brought mainly through the spoken word and through the

ear which is the main gateway to the mind.

2. Inability to profit from normal education which depends almost exclusively on spoken language.

3. The social handicap of being unable to become a normal member of the family and society.

4. The emotional handicaps brought about by early frustration.

5. The moral and spiritual handicaps resulting from inability to understand the customs and traditions of society and the lack of early training.

6. The economic handicap which pursues the child into adult life depriving him of opportunity in finding and obtaining employment and occupation.

7. The not inconsiderable impoverishment of spiritual and artistic life through the total absence of the meaningful and beautiful sounds of nature and of human activity.

"This is but a brief summary of the tragedies wrought by deafness which are the lot of those born deaf to the sounds of the human voice. These afflictions come to such children who in every other respect are healthy normal children with all the desires and hopes of the human race. What the race has struggled to evolve over countless centuries from the remote and dim past of pre-history to the present time--the priceless gift of language and speech--is at one deadly stroke taken from them. This long throw-back into the story of our own pre-eminence

in the animal world is the measure of the handicap of the deaf. The whole pattern of human development for those born deaf has been broken and they must face life without the assistance of the mental machinery--that most intricate combination of ear, mind and organs of speech--which to us gives the priceless boon of language and speech. The deaf must in a span of years build up a fresh combination of senses and make the eye replace the ear in a scheme of things rejected by the human race as too difficult when humanity was in its infancy. This is an incredible handicap and an incredible task which might well overwhelm the bravest."

[Eric Stanley Greenaway, The Positive Approach in the Education of the Totally Deaf Child, An Address Delivered to the Ontario Association of the Deaf, October 23, 1957.]

The fact that "the deaf child makes his appearance on this mortal scene to all outward appearances as the equal of a hearing child" has caused many deaf children to experience unnecessary suffering and retardation in early life. It is irony that the problem of adjustment to a child's deafness is often greater in the parents and his family than in the child himself. The people around the deaf child often find it hard to adjust to the situation of having a case of deafness in the family. It makes the parents feel a sense of guilt which they cannot explain. It frustrates them that they cannot communicate with their child. There is a feeling of isolation on both sides, yet an irrational feeling continues to exist that the child can adjust to the hearing world normally in time.

In this way many deaf young children are neglected during the most formative years of their lives. When the deaf child does not exhibit his deafness, the parents are not embarrassed by him, and the shame or guilt feelings which have afflicted them lie low for the time being. As he follows his parents around, from the supermarket to the dry-cleaners, he has the outward appearance of any "normal" child. And this is the picture which his parents would like to preserve, whether they know it or not.

The trouble is that this repressive, ignorant, stultifying outlook means that the deaf child might not learn sign language--those ridiculous gestures which draw attention to him as nothing else can--and it means that he might not go to a special school for deaf children soon enough. Let him learn lipreading! Everybody knows that deaf people are good lipreaders! (If only it were true.)

So the situation we have here is that of a child, cut off from communication with his family and friends, regarded possibly with shameful feelings by bewildered, ignorant parents who have no notion of how to unlock the forces within him, living in a world of complete and unrelieved silence.

An extreme case? Perhaps. Yet some of my own students, with varying degrees of deafness, spent unhappy years before going at a later age to a special school for the deaf. No wonder that the image that many deaf people have of themselves needs to be boosted now and again. Too many years of their lives have been cruelly wasted, to the detriment of

human growth.

Consider the following account volunteered to me by a profoundly deaf student in response to an essay question asking for the details of an "interest" in life.

I always was alone. All never had were any real friends. All the schools I went to were schools where (they were) teaching speech. I grew up all very much all one (alone?). English was always hard for me. I never could understand. As a student I was a flop. I never was good in sports or school work. Everyone used to tease me. I had one teacher that really made me feel bad. Her name was _____. She never bothered to understand me. She just made me feel bad. In my opinion she is just plain mean with lies. She made my Mom against me. She said "_____ is dumb." That hurt me very much. I was very young, only fourteen years old.

Later, his parents sent him to a school for the deaf, where supposedly his needs could be met. But this school did not use sign language as a medium of communication. As in many institutions of this kind, people believed there that the deaf should learn to adjust to a hearing world (however impossible that might be) by lipreading. Hearing people did not use signs, so why should he? (See LIPREADING EFFECTIVENESS)

DISTRACTIONS: "THE INTERPRETER SHOW"

Let us consider the hearing students. These now have an added floor-show--the interpreter--to watch when the lecture slows down, and even when it doesn't. At the beginning of the semester of course, the actions of the interpreter and of the deaf students are of enormous interest. Curiosity begins to fade as time goes by. Soon you no longer sense that the interpreter competes with you for the attention of the class.

At the beginning, you may have occasion to call the hearing students to order, to command their attention. The best way to do this as far as I can see is to sympathise with them for the distraction but to warn them that information flows from your mouth, and your face should be the object of attention in order to benefit from the lecture. Hearing students do respond to this reasonable argument.

Sooner or later someone is going to ask a question about sign language and how it works. Is sign language easy? How long does it take to learn it? When this happens seize upon the chance to abandon your plans for a formal lecture in order to throw the question and others which will surely follow it, over to the interpreter and deaf students for an informal discussion. I cannot speak too highly of the benefits felt by the class because of one hour devoted to questions and answers. Your hearing students have a hundred questions

bottled up inside them. Letting them out and receiving meaningful answers satisfies their curiosity. It helps the class mould itself into a group, as hearing students and deaf students realize, sometimes for the first time, that they are pursuing the same goals with the same hopes and anxieties. What is most important though, is that this informal discussion, which is sure to continue in a most lively manner for as long as you allow it, will somehow purge your hearing students of the tendency to lose interest in you, the instructor. You are allowing them to satisfy their curiosity about how deaf people communicate. This is the time to encourage your interpreter to answer the questions. Do not take them yourself even if you do know the answers. It is not you that the students want to hear at this particular moment.

DISTRACTIONS: SIGN LANGUAGE CONVERSATIONS

In your class, you are going to see signs flashing backwards and forwards between students and other students, and you won't know what they are saying. You sometimes find, if this goes on unchecked, that there is distraction, both among hearing and deaf students. Obviously you have to do something about it. But what?

Find out from your interpreter what is the subject under discussion. Is it amplification of a point you made? Is it an explanation of a task which has to be performed and which was not made plain enough? Or is it about what happened on the beach yesterday afternoon?

Deaf students function well as a group. To isolate them by forbidding signs arbitrarily is wrong. You would not create the independent kind of student you hoped for. You might cause a student to feel unnecessarily lost at a time when he desperately needs to give or receive an idea, a piece of advice, or an explanation. There is no doubt that deaf students function well in groups because they do help each other and stimulate each other by conversation in signs. This makes no noise, and can be accomplished quickly and easily. This is the positive side of things.

But there are times when you should consider signs to be unnecessary. When you have assigned work to be done in class, and you have taken pains to make the task perfectly

clear to everyone so that there should be no need to ask questions, you would be justified in forbidding distracting conversation. This concerns conversation not only between students, but between the students and the interpreter also. Students should be encouraged to come up to you personally to ask a question.

The fact is that some deaf students have been in an overly dependent position for so long that it is hard for them to isolate themselves. Probably, some of the tasks you assign them are different in nature from what they have been used to. Even when you have explained to the extent that there cannot possibly be another word to add to your instructions, there will be the temptation, apparently very hard to resist, to chatter about a task. Ask your interpreter what the students are saying, and be guided by your own judgment as to whether the conversation is worthwhile.

ERRORS IN WRITING

The kind of errors which many deaf students make in their writing are unique. They are inexplicable to anyone who is not familiar with the limitations of speechreading or sign language, and the personal difficulties of deaf people who are coming to terms with a written language without an oral counterpart.

I assembled and classified the following specific errors from students' essays in English composition. These particular errors occurred often enough to stand out from other casual mistakes of technique. Because they result specifically from the handicap of deafness, we call them "deafisms".

1. Confusion of singular and plural nouns:

--There are large wild-life areas and small village.

2. Wrong verb tense or inconsistency of tenses:

--Yesterday I come to school.

--When I was nine I never like to study the lesson.

3. Wrong verb voice:

--He was enjoyed to have me.

--The soldiers were trapping by Indians.

4. Wrong form of verb altogether:

--It made me feeling good.

5. Subject and verb do not agree:

--Pomona have many hills.

--He give.

6. Use of a string of adjectives to qualify, resulting in a confused picture:

--It made me comfortable, free, relaxed and excited.

7. Adverbs are notable through their absence. With weaker students the use of an adverb is a rather unaccustomed departure from the concrete.

8. Inability to use pronouns instead of nouns with resulting repetition:

--I cooked the french-fried potatoes and then I ate the french-fried potatoes. The french-fried potatoes were good.

9. Wrong use or omission of prepositions:

--I cleaned it on the car wash.

--I was invited over her house.

--The party was my birthday.

--They were getting along each other.

--I like to Golden West College.

10. Confusion of verbs "to be" and "to have":

--The wind have very great.

--The grass always had green during spring.

--San Diego is dry weather.

11. Wrong function of words in the sentence because of unfamiliarity with the form or work of a word or idiom. These

examples may be shared out among other items, but this error is so typical as to deserve a niche of its own:

- Lots of friendly people were easy there.
- I never gave up to study.
- She told me to congratulate for my graduation.
- I have a chance to communication with hearing people.
- The birds flew in the cloudy.
- The raining was heavy.

12. Omission or wrong use of articles "a", "an", "the":

- Few days ago there was big fire.
- Time was fifteen minutes.
- People go to the Disneyland.

13. Selection of wrong dictionary meaning for a certain word or idea. This comes about because students possess small vocabularies, and are often unable to judge what is appropriate and what is not when they use the dictionary. Ironically, it is a hindrance rather than a help at these times:

- I was excited to review a different country.
- I liked to watch many vital animals.

14. Omission of auxiliary verbs:

- I supposed to be getting up.

15. Inexplicable omission of odd, often small words, here and there:

- I always some sentences wrong.
- I am not sure right spelling.
- I like Canada very much than here.

16. Use of short, choppy, and monotonous sentence structure. There is an inability here to handle a longer balanced sentence with judicious use of clauses and phrases:

--Last saturday, my friend and I went to Pomona Fair. We left around five o'clock. I bought a beautiful ring for my friend. Pomona Fair is in West Covina. The Los Angeles Pomona Fair is a big place. Many people were there. I saw animals were there.

17. Garbled sentences, more or less unclear in meaning. Sometimes these are a combination of specific errors:

--I asked coach sports.

--I neared the its. I can drive to the its.

--Mostly I disliked to shoot or kill because in case I used gun if rattle snake been near me.

--I was very very feel.

18. Elements of the sentence appear in the wrong place and need a simple switching around for correction:

--The beautiful is land.

--On the car was freeway.

--The dry is grass.

GRADING THEORY AND PRACTICE

The most important thing we should remember as instructors is that we exist primarily to educate and not primarily to grade.

Ideally grades are an indication of progress, a confirmation of knowledge. They do serve a useful purpose when the student is able to interpret his grade and act upon the knowledge it gives him of himself. A bad grade has little value when the student who receives it can neither interpret it nor act upon this knowledge to better himself.

I say to you one thing: be careful that your deaf students can interpret and profit from the grades you give them, and that they do actually and honestly deserve their ratings.

Up to this point I have written in generalities, and I imagine that you are thinking of your own courses and are wondering how deaf students will react to your own particular kinds of testing. This is something that you will have to discover for yourself. I am unable to comment, obviously. However, my own experience might be of interest.

In my composition class, I used to pass many difficult moments with pencil poised above grading sheet, wondering what grade to assign to a deaf student who had submitted a painfully executed and barely legible essay according to accepted standards of grammar and usage. I knew that if I

assigned an "F", this grade would defeat its purpose most of the time. It would "put down" the student in a useless manner, and would discourage rather than encourage him to improve or conform to standards.

I found that if I wanted to achieve results by using the grading system as a reward for work properly performed, then I had to suspend, to a certain extent, the usual interpretation of "A" = excellent, "B" = good, "C" = average, and "D" = barely passing. I avoided giving "F" grades as much as I could. When an assignment was completely off the subject, I had no alternative but to fail it. Otherwise, I tried to assign a minimum of "D" to weak papers. As for grades "A" "B" and "C", I attempted to make considerable allowances for the special non-standard English used by deaf students. I gave credit for clear ideas, original thinking, good organization and accurate information as much as I could.

I believe that this policy paid off in my own case. The improvement in writing which I noticed, came about, I felt, as much as a result of continuous encouragement as from any other factor. I also observed to my satisfaction that grading standards for deaf students and grading standards for hearing students drew closer together as the semester progressed. I recalled that, as time went by, my pencil passed fewer moments of perplexity poised over my grading sheet.

What about the assignment written completely off the subject? When I first realized the difficulty deaf

students had of comprehending questions and assignments because of lack of skill in vocabulary, I realized I had to take special action for students who were unlucky in this area. My first plan was to assign two grades to deaf students in my composition course. The first grade was given for carrying out the assignment accurately, according to instructions. The second was awarded for more traditional skills in writing (with modifications!). I soon gave up this idea, for I found it unwieldy and complicated. Besides, I concluded that awarding two grades was unnecessary provided that I took special care to make my tasks clear to the class. Then, and only then, would there be no excuse for "taking the wrong track" during an assignment.

What I concluded early in my experience of teaching deaf students was that the tasks which were most clear and most likely to be accurately performed, were behavioral objectives distributed as far in advance as possible. These are of great value for they give two advantages to deaf students, besides extra time. They indicate exactly what is expected of the students, and this gives disadvantaged people a much better chance at doing well. In well written objectives, the criteria are clearly stated and they indicate what the student must do to obtain a good grade. Deaf students are helped tremendously by complete information of this kind. The second advantage, related to the first, is the opportunity which is given to deaf students for looking up unfamiliar words in the phrasing of the task. You might

be shocked to learn how many strange words there are which block complete comprehension of a task.

If you are certain your objectives are clearly stated and your students do understand a particular task, you are reasonably entitled to give a punitive grade for obviously careless work. But you should still remain on the lookout for unfortunate misinterpretations and misunderstandings which are characteristics of deaf students only, and for which there might be a reason.

In conclusion, putting down a student with a minimum of contact or comment serves only to depress an already unhappy individual. If you do want to help him reach the standards which you demand of the class, you must attract him rather than drive him toward them--and giving an appropriate grade is one way of doing this. Perhaps in some cases and at some times you might wish to be less severe in your grading scale, or even suspend grading altogether, in order to encourage a weak student. You might be happy you did so later when you examine his overall progress for the semester. This in no way means that you are watering down your grading standards, or are making "presents" of grades to an individual. It means that you realize the value of a wisely used grading system in the process of helping a human being to realize his potential. (See TASKS AND PERFORMANCE)

INTERPRETER: COOPERATION WITH

The interpreter is an extension of yourself. Do not imagine, though, that every word which comes out of your mouth will be automatically transmitted and comprehended just as you desire or intend. For example, the interpreter is to some extent a simplifier, in the say way that a specialized dictionary of idioms for the deaf is a simplifier of language. The signs which he transmits may not always convey your complete intent because his hands alone do not reveal those nuances of meaning contained in colorful vocabulary. He simplifies by choosing a more prosaic synonym in some cases, for your colorful words, to make the message clearer to his audience. He supplements the signs by changes of expression and movements of the body, perhaps a little as some piano players do during a particularly romantic piece of music.

There are certain common sense rules for using your interpreter to best advantage so that a maximum of the right kind of information may get through. Let us consider some of them.

1. Do not speak too fast. Try to keep your flow of words at a reasonably consistent rate. Get to know what speed your interpreter is capable of, and adjust your speaking habits to his abilities so that a minimum of your words will be wasted.

2. Do not stand in front of your interpreter. The

ideal situation is that you should stand reasonably still so he may take a permanent position by your side. It is important for students to see your face at the same time that they follow the signs. When you move, you sometimes cause your interpreter to move also, and this is inconvenient for him and for the students.

3. Be aware that many abstractions, place names, technical terms, philosophical terms, scientific terms, names of people, recently created words, archaic words and foreign words usually demand finger-spelling. This involves time. Even when a sign exists for an unfamiliar name, the interpreter often prefers to finger-spell it in addition to giving the sign, in order to ensure comprehension. An aware instructor, who understands and appreciates this situation will pause for a second when he is conscious of using these kinds of words. This may place a larger burden on instructors in some disciplines than in others. However, if you wish successful transmission of vocabulary, you must give the opportunity for the interpreter's fingers to work.

4. Supervise your interpreter while you are speaking. You should develop a habit of glancing at the interpreter to see if you and he are both doing your jobs. This is something easy to overlook as you become familiar and at ease with the new experience of creating a two-man unit. It is irony indeed that you should finally cease to be distracted by the moving hands by your side, only to find that after a while they have passed too far out of mind. For some kind of

surveillance is necessary. You need to verify that what you said is effectively transmitted, and this is not a hard task. You can perceive the way the message is put across by the speed the hands work, by the apparent strain or lack of it on the face of the interpreter, by the time it takes the hands to stop moving when you pause. If you speak too fast, or if you do not allow time for finger-spelling, your interpreter will have no option but to leave out chunks of what you are saying. This can be detected if you train yourself to look for it. As sentence follows sentence you can note that the hands remain idle for a moment as the interpreter gives up on putting a certain point across. Now is the time for you to repeat the information which you judge to be omitted.

5. Make the interpreter feel a part of the class. Give him hand-outs. Explain things to him which you know will make his job easier. Explain to him the way you like to conduct your class. Explain terms to him. He is often more interested in your subject than you give him credit for. Also you should know that your interpreter often renders very practical coaching help to your students after class, explaining, repeating, simplifying points which you have made during your presentation. He can do great service for you if you include him in your team.

6. Ask questions of your interpreter and find out his opinion about the way the class is going. If you don't

ask, he may not tell you about ways to improve your lecturing effectiveness, out of a sense of tact. He is, in fact, capable of being more than a working pair of hands which move when your jaw moves, just as surely as your shadow follows you on a sunny day. He usually takes a warm interest in a job well done, and he has experienced the problems of deaf people a lot longer than you have. So profit from his experience. He probably grew up in a family where there is deafness. For example, a number of interpreters become proficient in sign language by learning it from deaf mothers or fathers. The adjustment which you are facing now is no new scene for your interpreter.

INTERPRETER: PROBLEMS OF COMPREHENSION

One thing the interpreter knows, which you do not, is whether each student actually understands, or has a fighting chance of understanding, what you are talking about during your lecture.

As you lecture to your class you are, in fact, treating it as an all-hearing group. You give the same kind of presentation you have always given with the knowledge that there is someone by your side who will take care of the needs of those individuals who have to adjust to the situation. As you make point after point in your lecture, you check in certain ways that the information you have given has been received and understood. The clues might be a blank look on the face of a student here, or a quizzical expression there. These are signals for you to repeat certain information or to approach the subject from another direction. Unfortunately, these clues are usually absent when it concerns deaf students. So your task of creating understanding is made more difficult. You will never know how much or how little the deaf student has comprehended because his face seldom betrays bafflement while you speak, and he is unlikely to stop you to ask a question. He is probably too busy receiving the increasing flow of signs from the interpreter and looking ahead for the next point to be able to concern himself seriously with misunderstood information, which now

is relegated to the past anyway. Besides, he feels awkward interrupting the interpreter, who in turn must interrupt you if you fail to see his hand at the side of the room. So the deaf student who has not comprehended your words, for any reason at all, will generally remain silent.

The interpreter knows all this and is all too familiar with this situation. He knows too the reasons for lack of comprehension but is unlikely to bother you unduly about them. Dismal test results and wrongly executed assignments are your first clue that all is not right in this vital area.

Your interpreter will discuss reasons for non-comprehension and ways of avoiding it if you take the trouble to ask for help. Perhaps you speak too quickly or indistinctly for efficient interpretation. Perhaps the vocabulary is too abstract and involves too much finger-spelling for easy comprehension. Perhaps the interpreter has not the experience which brings speed and versatility to the work. Perhaps there is not enough time to observe visual aids and absorb sign language at the same time. Perhaps the note-taker, if you have one, is unable to provide notes of acceptable quality. Perhaps . . .

These are some of the things your interpreter probably has definite opinions about, should you bother to talk to him about them. But he can tell you a thing or two about your students too, which might distress you.

If he has not done so already, the interpreter probably is getting to know the deaf student in a way which you

will never do. He is comparing him with other deaf people with whom he has had dealings. He is, rightly or wrongly, assessing him for his skill in comprehension and general brightness. The interpreter welcomes the chance to interpret to responsive and enthusiastic audiences. He knows that he can respond better when the information is appreciated by the student.

But he knows too that many deaf students will not fight within their world of silence to ask questions on points they do not understand. This is the result of a long string of unpleasant experiences. The deaf person would rather remain silent than risk your possible displeasure for disturbing the lecture. This is even carried to the extent that a student might consciously retain the semblance of understanding in order that you should think well of him. I have seen students nod their heads in responsive agreement to a point of information, while the fact was that the point had not been understood at all! I began to discover this for myself as a result of quizzing the class orally on lecture content. At first I was puzzled by the development. The interpreter confirmed my suspicions and explained that this habit of feigning comprehension comes about naturally as the result of a lifetime of unhappy experiences. As a child the deaf person quickly finds that it is safer to agree with what is said, even though he fails to understand the message. Like this, he avoids embarrassment, awkwardness, possible

humiliation. Every deaf person has had more than his share of these. Anxious to please, yet unwilling to cast off old habits, the deaf student is caught squarely in the middle of a problem he never faced before.

You can help him to break this psychological reaction, but first you have to know that the problem exists. It is not an easy thing convincing your deaf students that they should not hesitate to ask questions on points they do not understand. You need their confidence, and you need an interpreter who can encourage them with the same enthusiasm that you have. You need constant feedback from the interpreter on individual successess and failures in creating understanding. You need individual rapport with your students too. This can be accomplished in office-hours as well as in class time. I have spent hours in my office communicating with deaf students, using paper and pencil. I have yet to terminate a written conversation with a deaf student in my office without a feeling of satisfaction and accomplishment at having caused learning to take place. But first you have to realize what the problem is and establish a successful rapport. I have always done this through my interpreter, who is a person of great value when used correctly.

INTERPRETER: PROBLEMS OF REVERSE-INTERPRETING

An instructor made this comment to me recently:

I was looking forward to having deaf students, and anticipated that they would ask questions, try hard, and interact a lot with me. I have been somewhat disappointed that, in general, my deaf students haven't done very well, and yet they asked few questions and haven't responded to my invitation to come and see me in my office.

Of course, deaf students do need to be drawn out in class. If you fail to convince them that the climate is right for active participation in discussions, then a follow-up chat after the hour, with the interpreter in attendance, might loosen things up. This is the kind of first step which helps to integrate deaf students into the class.

However, the instructor who regretted that deaf students asked few questions, did not interact, and did poorly in class, may not have been at fault in his attempt to draw students out. This state of affairs may have come about through a weak link in the chain of communication--the interpreter.

This is what happens frequently. When a student asks a question in class, he puts it on faith to the interpreter who reverse-interprets it to you. When the question does not come out as it should to the instructor, an inappropriate answer will come back. This is very frustrating for the student. After a couple of experiences of this kind, he loses confidence and stops asking questions.

This breakdown happens because it is very hard to reverse-interpret. Usually, only interpreters who have grown

up with this skill in homes where hearing people demand reverse-interpreting from deaf people, are successful. Those who have learned sign language late sometimes never master reverse-interpreting.

Many students have their own brand of signs which are hard to read. For example, low-verbal deaf people use "picture language" to a higher degree than the more coherent who employ the conventional signs familiar to the interpreter. They become afraid to ask questions because they may "come out wrong" to the instructor. This loss of **confidence** in the interpreter is tragic. There is a human mind out there which has questions that cannot be answered, and you are completely unaware of this feeling of frustration.

When students do not ask questions because they know the interpreter is not able to pass on the meaning to the instructor, it becomes understandable that some instructors are disappointed about interaction.

What these do not know is how important it is for deaf students to have confidence in the interpreter's ability to act as intermediary. A weak interpreter may even take it upon himself to reject a deaf student's question when he finds he is unable to reverse-interpret properly. Needless to say this is a problem of communication which does not exist as a general rule. But instructors should be aware of the limitations and weaknesses of the system. Do not assume that it is possible to interpret accurately all the time. Be aware

that deaf students do have questions which must be answered somehow, if they are to be successful in your course.

LIPREADING EFFECTIVENESS

It is commonly believed that deaf people become proficient lipreaders through time. In fact, this is not so. At home, through continuing intimacy with a small group of people, the deaf person manages to read lips to a certain extent, because he accustoms himself to movements and expressions of lips, mouth, face, hands, and body over a long period. Yet you, a stranger, present a problem for him. He needs time to learn how you speak. But there may not be enough time, and you may have a hard mouth to read in any case.

Not all mouths move the same way to make the same sounds. Mouths and lips do not all have the same shapes. Some people wear mustaches which obscure the view. Some have bad speech habits, or buckteeth. Others chew gum or smoke cigarettes while talking. There are varying habits of mouth movements, from the mobile to the immobile, and there are distracting movements of the head. Add to this bad lighting and problems of distance from speaker to lip-reader and we may appreciate why deaf people are unsuccessful for the most part with this method of communication.

To prove to yourself how tricky a business lipreading is, put your hands over your ears and ask someone to say "Marlboro . . . Pallmall . . . Parliament." Can you tell the difference between these three words by examining their

aspect? Try saying "paid . . . man . . . bell," and "ladder . . . narrow . . . tattle," for the same effect. Now you can begin to appreciate the difficulty of a deaf student who is trying to read your lips. After a while he may succeed in following your mouth movements, but not well, and not all the time.

Then how well and how often does the lipreader follow your mouth movements? Few realize that between forty to sixty percent of the sounds of the English language "look" just like other sounds on the lips. This accounts for the confusion in distinguishing the cigarette brands. In fact, it is estimated that with the problems of sounds, variations of speaking habits, and external interferences, a good lipreader cannot understand more than 20 to 30 percent of most speech. And many deaf people are not good lipreaders.

What then does the deaf person "see" and what does he "not see"? Only key sounds are discernible on the lips while elements from the back of the throat are invisible. These invisible elements make up as much as 80 percent of our spoken language. Thus there are many movements which can only be interpreted in the light of what precedes or follows them, because they do not, by themselves, indicate clear words. The lipreader must cleverly juggle these puzzling movements intellectually, according to the context of the subject and the situation.

Depending entirely on his own sense of syntactical

skill, he must intuitively fill in with his own vocabulary the gaps which punctuate the barrage of lightning movements issuing from a speaker's lips. At any moment the topic of conversation may change, and the lipreader will find himself searching for clues from lips, winking eyes, shrugging shoulders, to put himself in touch again with what is being said.

Then if deaf people cannot comprehend well what is being said through lipreading, why do they bother to look at your face or at the face of the interpreter while sign language is being transmitted? The answer to this is that lipreading does play a part in the "total" approach to communication, which involves sign language, facial expressions, lip movements and body movements. But as a means of communication used alone it is not satisfactory. (See COMMUNICATION AMONG THE DEAF)

SIGN LANGUAGE: HISTORY

In every culture and in every country, as long as there have been deaf people, there has been a sign language. Here, Lottie Riekehof briefly explains the history of American sign language.

"The sign language used by the deaf in the United States was brought to America from France early in the 19th century. Dr. Thomas Hopkins Gallaudet, who was instrumental in bringing the sign language to this country, first became interested in the deaf through Alice Cogswell, a deaf child from New England. Dr. Gallaudet was sent to Europe by a group of interested American citizens and after a visit with British educators of the deaf, which proved unsuccessful, he crossed the Channel and visited a school for the deaf in Paris. This school had been founded in 1755 by Abbé de l'Epée who is said to have been the inventor of the sign language. The Abbé's system of sign language was based primarily on natural pantomime but many signs were purely arbitrary. Dr. Gallaudet spent some time at the French school with the Abbé Sicard, who was then in charge of the school, studying their methods of teaching the deaf and learning their sign language. He then returned to America, bringing back with him Laurent Clerc, a young deaf instructor from the French school. Upon their

return, Dr. Gallaudet established the first permanent school for the deaf in Hartford, Connecticut, in 1817.

"In the American schools today sign language is not taught. However, in many residential schools for the deaf the language of signs is permitted in public assemblies so that the children may have the opportunity of understanding guest speakers through interpreters. In these schools, the sign language is also permitted in the dormitories, on the playground, and in social activities. However, in the classroom intensive effort is made to communicate orally so that development is made by the child in speech and in speech-reading. Since it is impossible for a person to speak, sign, and use the manual alphabet simultaneously, the "simultaneous method" of instruction is used in the advanced classes of many of the state residential schools as it also is at Gallaudet College in Washington, D.C., which is the world's only college for the deaf." [Lottie L. Riekehof, Talk to the Deaf, (Springfield: Gospel, 1970), p. vi.]

SIGN LANGUAGE: JUSTIFICATION

Why should we need to justify the use of sign language among deaf people? Can there be any controversy over which systems of communication are suitable for the deaf? Yes, indeed there is, and has been for some considerable time, a bitter dispute over the use of signs.

The three selections which follow constitute a defense of the combined or simultaneous method in which finger-spelling and the language of signs are used in conjunction with an oral and written approach. This defense is intentional. Your interpreter and your students are using this method in your classroom at this time, no matter what other methods (or lack of methods) certain of them may have been subjected to in early life.

I.

"Those who would attempt to justify sign communication for the deaf can begin with the observation that deaf persons learn to sign with an ease and naturalness that contrasts vividly with the difficulties of learning language in an oral form. Modes of signing appear to develop spontaneously and naturally in young children without formal training in a fashion similar to the acquisition of oral language in hearing children. In schools which as a rule prohibit signing, deaf children

usually acquire it surreptitiously from other deaf youngsters. Furthermore, the majority of deaf adults who have passed through the oral system use sign language exclusively, or a combination of signs and words. On the other hand, acquisition of oral language is not immediately within the grasp of most prelingually and profoundly deaf children. By contrast with sign language it cannot be acquired informally, as language typically is, but is the product of a lengthy, formalized and conscious effort. It is difficult to believe that the state of language deprivation that results from the oralist experience during the first decade of life, normally the period of optimum receptivity for language growth, can have anything but the severest consequences for language, educational and psychological development. Sign language can potentially circumvent much of this language deprivation for these children.

"In spite of these facts, little, if any, attention has been given to fostering the early development of sign communication. Those guiding the education of the deaf child very early impress on the parent's mind the all-importance of speech and lipreading. Hearing parents are seldom encouraged to learn sign language. Yet in view of the findings mentioned above it is consistent to ask: 'Could sign language be used to facilitate language development?'" [Arthur I. Alterman, "Language and the Education of Children with Early Profound Deafness," American Annals of the Deaf, CXV (1970), p. 515.]

II.

"Even if parents of a deaf child are able to find a spot for him in some public school program or can afford to send him to private schools, they become emmeshed in a baffling, frustrating struggle waged among educators of the deaf over whether the child is to be taught according to the "oral" method, learning to read lips and imitate speech, or by the "manual" method, schooled in the use of sign language and finger-spelling. The children are the victims of the dispute.

"Lip reading is tedious and difficult. The teacher attempts to get the deaf child to imitate the movement of her lips. She will sometimes place the child's hand on her cheek, under her chin, or by her mouth to feel the vibrations of the voice or breath caused by certain sounds. The teacher points to a ball and says "ball." The child watches the teacher's mouth and struggles to gurgle a sound resembling "ball." This can go on for years, progressing from sounds like "ba" to "ball" to "Get the ball." I met a nine-year-old deaf boy who has a vocabulary of three words. Small children sometimes become adept at lip reading their mothers and members of the immediate family, but the deaf I encountered said one would be lucky to get 2 or 3 words out of 50 from a stranger's lips.

"Lip reading has an especially strong appeal to parents of deaf children and to the philanthropists who concern themselves with the subject, simply because it holds out the promise of grafting onto a deaf person the appearance of hearing.

"While most schools for the deaf teach children lip reading, sign language is the common, natural language of the deaf. The signs have concrete meanings. Words can be spelled on the fingers to connect the signs into English sentences. With children the language is part mime. It is beautiful to watch, highly expressive and receptive. Some critics say the language is too concrete; it is difficult to be humorous in signs, to express irony, for instance. The most common method among the educated deaf now is to combine the use of signs with lip reading in the "simultaneous" method as taught at Gallaudet College in Washington, D.C., the only institution of higher learning for the deaf in the world. The simultaneous method offers a sort of mixed media array. A deaf person gets what he can from lips, with the signs flashing at the side of the face, amplifying the conversation.

"Unfortunately, since teachers of the deaf are set against signs, children are not generally brought up in the simultaneous method. Instead, they plow through lip reading, spending their early, curious, and formative

years struggling to copy the teacher, who bats down their hands if they try to use signs. (One girl told me how her hands were tied in childhood to prevent her signing.) The children struggle with lip reading until their early teens, at which time, the educators give up and allow the youngsters to revert to signs. Thus, the children grow up with no education to speak of, and worse, no language with which to communicate." [James Ridgeway, "'Dumb' Children," New Republic, (August 2, 1969), p. 19.]

III.

"Use of Combined [or Simultaneous] Method. What are the effects of using fingerspelling and the language of signs in conjunction with oral and written approach? Many educators convince parents that such an approach is wrong, but what are the facts? Several studies and several issues are relevant here.

"1. Stuckless study. In order to see what the effects of fingerspelling and the language of signs were on educational achievement, language, and oral communication, Dr. Stuckless, et al., compared deaf children of deaf parents with a matched group of deaf children of hearing parents. Naturally, the deaf children of deaf parents communicated from infancy in fingerspelling and the language of signs. The deaf children of hearing parents communicated orally.

"Results showed that after the children had been in school for several years those who had had early manual communication did much better educationally, i.e., they had higher scores on educational achievement tests than did those who had used only the "talk, talk, talk" approach. Furthermore, in terms of speech development and lipreading, there were no significant differences.

"These findings show the positive value of early manual communication with great impact. They are especially impressive when one remembers that as a group the parents of the children who had early manual communication had very low educational levels and had grossly deficient linguistic skills. Despite these mitigating circumstances, their deaf children had the opportunity to learn through manual communication, i.e., through a clear nonambiguous modality they made it possible for them to come closer to realizing their intellectual potential.

"The significance of this study is further emphasized when it is realized that children who have had extensive preschool oral training do no better educationally or in speech and lipreading after a few years of school than do those who had no preschool training at all.

"Other studies by Vernon and Stevenson have also supported the value of early manual communication.

Despite this evidence, most educators of the deaf continue to either reject manual communication completely or else fail to use it with very young children. Often they introduce it as a salvation after oralism has failed or with the children who are the most difficult to educate.

"2. Hearing versus deaf world. A favorite cliché of many professionals in deafness which is used in talking to parents is, 'Do you want your child to live in a deaf or a hearing world?'

"The parent when faced with a question like this, which falsely suggests an 'either or' choice, usually answers--'a hearing world.' Actually there is no 'either or' dichotomy. Most deaf people work with hearing people. Work is task oriented and, in the case of the deaf person, generally does not require much oral communication. Most deaf people, in fact, write on the job to avoid confusion.

"Socially, most deaf people prefer other deaf people, as is indicated by the fact that 95 percent of their marriages are to other deaf persons. This is natural and healthy. Why would anyone choose to be with people with whom they could communicate only with great difficulty? Although most close social contacts are with other deaf people, the deaf adult usually has some close hearing friends at work and among his neighbors at home.

"The entire point is that deaf people are not forced into a choice of a deaf versus a hearing world any more than the Rotary Club member is forced to choose between a Rotarian or a non-Rotarian world.

"3. Oral versus manual education. Nobody advocates a manual education. This is not the issue. The issue is between a combined use of oral and manual methods of communication as contrasted to an approach that is limited to oral modalities only. Despite the failure of using just oralism, despite the evidence of Stuckless and others of the value of early manual communication, and despite the obvious lack of logic in trying to teach a child through a method that emphasizes his weaknesses (speech and hearing) and minimizes his assets (vision), deaf children continue to be denied the right to learn in a way that is efficient and meets their needs.

"4. Parent-Child communication. As a psychologist, most of the mentally ill children and adults I see are those who lack proper communication with their parents. In most cases, oralism does not make possible the kind of communication that is required between parent and child. The reader who wants to verify this has but to go to some classes for older deaf--not hard of hearing--children in schools in or around his neighborhood. Observe the speech, lipreading skill, and written

language of the deaf youth in these schools and you will see that they are grossly inadequate to equip these young deaf persons to discuss such issues as religion, ethics, marriage, sex, a career selection, etc. Furthermore, if a parent wants to know what his deaf child's friends are saying (even if he can understand his own child's oral communication), it is essential to learn manual communication.

"It is my view that every parent of a deaf child should learn the language of signs and fingerspelling as soon as his child's deafness is discovered. Parents should use this communication system along with oral speech from then on or until and if other methods permit fluent communication." [McCay Vernon, The Failure of the Education of the Deaf, (a paper presented to the Greater Chicago Parents of the Hearing Impaired, N.D.)]

SIGN LANGUAGE: LEARNING

What, I should learn sign language too? No, not necessarily. You have enough on your mind already. Right? But let's just say that there are people like you sitting in sign language classes at this moment, and as Lottie Riekehof points out, this method of communication is not so hard to master.

"The sign language, being a language of natural gesture and pantomime can be easily learned since there is so much obvious relationship between the sign and the meaning. The gestures are made with the use of the hands and arms, combined with appropriate facial expression. Graceful sign-making is an art which can be mastered and used effectively by both deaf and hearing persons. It is thus possible for hearing people to break the language barrier and communicate easily with the deaf. Most public speakers to the deaf use a combination of speech, signs, and the manual alphabet.

"First, and all-important, is the mastery of the manual alphabet, the use of which is called finger-spelling. In order to form the letters of the alphabet properly, the palm of the hand should face the audience with the arm being held in an easy position near the body. It is not necessary to move the arm but some motion is permissible. Each letter should be made clearly and distinctly with a

slight pause between words. Possessives are indicated by adding an 's' to the end of the word and twisting the wrist so that the fingers and thumb are facing up, still in the 's' position. When making double letters, as in 'summer,' 'letter,' 'cool,' etc., the hand is opened slightly before repeating the second letter of the series. Capitalized abbreviations, such as U.S.A., are indicated by circling each letter in a clockwise motion.

"A sign does not exist for every word, but a good signer will be resourceful and choose the most appropriate sign and the one which most nearly expressed the desired thought. The expert is not necessarily the person who knows the greatest number of signs but rather the one who chooses his signs carefully.

"The use of 'initial' signs is a great help in being specific. Such signs are made by beginning the sign with the first letter of the desired word. For example, the sign for 'think' is made by revolving the index finger before the forehead. This can also mean 'meditate' or other related synonyms. However, when this motion is made using an 'r' instead of the index finger, it stands for the specific noun 'reason' and has no synonym. Signs acquire specific meaning only when they are 'initial' signs or when they are associated with other signs or spelled words.

"Plurals, tenses and word endings are not indicated except through context or by adding the word 'finished' to indicate the past tense. To illustrate, the same sign is used for 'teach,' 'taught,' and 'teaching.' However, there is a word ending to indicate the person when the word 'teacher' is signed.

"Movements should be free and graceful rather than stiff or angular. The size of the signs depends on the size of the group to which one is speaking. With a large audience, large signs must be made with good lighting on the speaker. With a conversational group of two or three people, signs are naturally reduced in size. Facial expression and emphasis in movement are very important. For example, a pleasant expression on the face combined with the sign for 'pleasure' indicates that one is enjoying something. However, a frown or shaking of the head negatively while making the same sign shows that one has no pleasure or does not like something. The sign for 'request' is identical with the sign for 'demand' but it is necessary to use more emphasis for the latter to indicate that particular meaning." [Lottie L. Riekehof, Talk to the Deaf, (Springfield: Gospel, 1970), p. vi.]

SPEAKING: CONVERSATION TIPS

Conversation with deaf people, either alone or in groups, needs no guidelines. Just talk. However, there are several tips on etiquette which are worth knowing in advance. A teacher of sign language, Louis Fant, makes the following observations:

"Never interrupt a conversation. This is rude and annoys deaf people as much as it does hearing people. This is most flagrantly committed when a deaf person and a hearing person are conversing. Up walks a hearing person and starts speaking orally with the other hearing person. If you happen to be the hearing person talking with the deaf person, just hold your finger up towards the hearing person who is interrupting. This should cue him to shut up and wait until you turn and show him that you are ready to listen. Above all, keep your eyes on the deaf person and make it obvious to the hearing person that he does not have your attention.

"Don't get in the midst of a conversation. This often happens in a room with many conversations going on. Before you stand still or sit down, check to be sure you aren't blocking someone's view.

"Deaf people are hypersensitive to vibrations. Don't stamp your feet unnecessarily, tap your toes on a chair, drum your fingers on a table. A deaf person is

conditioned to respond to a vibration by turning and facing it. In fact, to get their attention, one stamp on the floor will usually do it. So it can be seen that an unnecessary stamp can interrupt many conversations.

"Usually a gentle tap on the arm or shoulder is sufficient to get a deaf person's attention. Never grab him by the arm or pull on his clothing except in emergencies." [Louis J. Fant, Say It With Hands, (Washington: Gallaudet College), pp. 149-50.]

Finally, bear in mind that for a conversation to take place between a hearing person and a deaf person, the hearing person probably should make the first move. Remind your hearing students who may ask you from time to time how they may get to know their deaf fellow students better socially, that by the nature of their handicap, it might be more convenient to take the initiative. And often there is someone present who will interpret.

Even though much depends on what kind of an individual is involved, it may be almost as threatening for a deaf person to initiate contact with a hearing person as it would be for a hearing person to take the initiative in attending a social event where everyone else is deaf. This is a comparison which does not usually spring to the mind of a hearing person. (See SPEAKING: THE PSYCHOLOGY OF OUR FRUSTRATION)

SPEAKING: LECTURE TECHNIQUE

Deaf students have the best chance of comprehending your lecture when you pay attention to the following common sense suggestions.

1. Speak in a natural manner.
2. Use a normal tone.
3. Use a normal rhythm of speech.
4. Use complete sentences to ensure coherence of statement.
5. Be alert to reword or rephrase what you detect is not understood. At times such as this, be free with synonyms or be ready for a fresh approach.
6. Shape all speech sounds as completely as you can. Lipreaders appreciate fully shaped vowels and clearly articulated consonants.
7. Let your face be expressive.
8. Do not obscure your face with hands or books.
9. Try to keep a corner of your eye to check how the interpreter is putting you across. Don't leave him behind by racing relentlessly onward.

All of these suggestions are reasonable. Deaf people sometimes complain of the incoherence of their instructors. They have difficulty in understanding what is signed. Could this be because some instructors need to give more thought to clarity of statement? Interpreters report that some instructors are hard to put across for this same reason. They chop and change constantly, ignoring the completely expressed thought. (See the sections on INTERPRETER)

SPEAKING: THE PSYCHOLOGY OF OUR FRUSTRATION

Comprehending our own responses is not always easy, as we know. It is less easy in situations where we do not feel at home. Garret and Levine are concerned here with introducing ourselves to ourselves.

"The average hearing person has difficulty communicating with the deaf. The hearing person has some normal expectation about how communications should take place, and there is a shock in not being able to communicate naturally. Since this expectancy is not fulfilled, the hearing individual becomes disturbed, irritated, frustrated or embarrassed. The comment has been made that the 'less visible a handicap, the less people appreciate its effects.' Thus despite intellectual awareness of a deficit, an individual's emotional expectation is that interaction should be without special complications.

"What happens when a person finds himself in a disturbing and uncomfortable situation? When we feel unsure and uneasy, the natural response often is to try to eliminate the cause of our uneasiness or distress as soon as possible, terminating the event, as in this situation, the conversation.

"This is not because of anything personal about the deaf. It is just our own insecurity in communicating. We are threatened because the situation is different to

us, because the methods we usually use to gain satisfaction from communication do not bring us that satisfaction here. Whose fault is this? Either a person may place the responsibility for the difficulty on the other person or upon himself. The latter alternative may result in a feeling that will lead too often to avoidance or withdrawal on the part of the hearing person.

"We know that we tend to learn those things which give us pleasure and satisfaction, and we avoid those situations which cause us pain or unpleasantness. As we look at the above situation, we could say for a hearing person, who is distressed or disturbed by the lack of adequate feedback or who withdraws from the situation because the failure to communicate leaves him feeling inadequate, that repeated occurrences would only reinforce this situation and increase the likelihood that when he is again confronted with the opportunity to communicate with a deaf person, he will avoid it.

"I think the deaf would agree that they are accustomed to meeting these problems of behavior, and yet they have not limited themselves to communicating with just deaf people. To my amazement, instead, many deaf continue exerting that extra effort in order to live with the hearing world and have gone through the confusion and the frustration of establishing communication.

"It is my conclusion that the success of the deaf

person depends on the understanding of the hearing person, and perseverance of the hearing person. If a new and more realistic image of the deaf person is to be created, it must come from increased awareness and understanding on the part of the general public."

[James F. Garret and Edna S. Levine, "Communication Difficulties of the deaf," in Psychological Practices with the Physically Disabled.]

TASKS AND PERFORMANCE

There are certain tasks which are less familiar to deaf students than to hearing students. Here is an example of a breakdown in communication which was caused by my lack of knowledge of the students' experience. I had just asked a class in communications skills to write a paragraph on a subject which had a fairly wide latitude of choice. My hearing students began to write, while the interpreter continued to communicate with the group of deaf students. Three minutes later she was still communicating and I noticed that signs were flying frantically around the room as more students added to the conversation.

What was the chatter about? I had given the assignment, and I was unable to see what else there could be to talk about. Could it be that I had not been clear enough? When I asked the interpreter what was the problem, she informed me to my surprise that these particular students were completely unused to exercising choice in writing assignments. Up to this time, subjects for composition were invariably given to them within extremely narrow limits. Thus, at this very minute they were sitting there in a most bewildered state, and she, the interpreter, was attempting to explain, without much success apparently, what I required from them. Needless to say, I was taken aback. Since that time, I have always tried to consider in advance the suitability of

assignments, lecture methods, testing procedure, in the light of the more limited experience of these students.

Note that all this has nothing to do with intelligence. It has to do with successful integration of deaf students in hearing classes. This little episode is an example of a reaction to something which was quite new for the deaf students but which presented no difficulties to hearing people as it fell within their realm of experience. The interpreter knew the problems which were involved here and was helpfully trying to solve them alone, without much luck, and preferring not to involve the instructor. The solution here is to investigate conversations such as this one quickly, try to remedy the situation, and learn about your students at the same time. Your interpreter can help you tremendously in this area by explaining the problems before they occur if you discuss your program in advance. The minute or two before the class begins is a good time for a conference of this type.

So do not make the error of blindly expecting your deaf students to measure up to every task you see fit to assign. After all, you would not expect an Eskimo child to score high in an IQ test administered to children of residents of Beverly Hills. Or would you?

VISUAL AIDS

For the deaf student in the classroom there are only visual aids. No other kind are available to him during the average lecture.

For example, the hearing student takes notes during a lecture. The organization, selection, and expression in writing of essential facts which is involved in this action, contributes in no small way to his coming to terms with course content. This is part of the learning process itself. By contrast, the deaf student may have his notes handed to him later, after they have been compiled by another individual-- a paid note taker.

This is the best we can do under the circumstances. The deaf student has the benefit of following the lecture through the hands of the interpreter. Yet he cannot look away to write, so he is denied part of the active learning experience. The notes he uses are someone else's organization, selection and expression in writing. They are visual aids.

Here is another example. The hearing student savors the tone of the instructor's voice as he quotes from an emotional and historic speech. He even feels free to listen with his eyes shut in order to concentrate more. On the other hand, the deaf student is denied these nuances of emotion and meaning, and is forced to search the interpreter's features for changes of expression which mirror what the

hands are telling him. The expressive features of the interpreter are visual aids.

This again is the best which can be done under the circumstances. The deaf student has learned to live with this kind of situation for many years--sometimes for as long as he can remember. For the person who has been deaf since childhood or birth, this situation, and others like it, is not recognized as a problem because he is unaware of an alternative way.

Consider the words of Churchill during the dark days of the Second World War: "We will fight on the beaches . . . We will never surrender." It is the devastating understatement which gives this series of sentences emotional power. What a task the interpreter has to transmit this understatement so that the deaf student feels the emotion! How can he do this? How indeed! Perhaps a combination of hand gestures, facial expressions, and body movements are brought into play. The quality of these visual aids and ultimate comprehension by the student depend so much on the interpreter's grasp of things.

These two occupations, taking notes and listening to what is said, represent activities which range from the active to the passive for the hearing student. Since these activities are not available to deaf people, we should examine what is available so that we may understand the effectiveness and limitations of the various visual aids. We have it within our

power to control and use some of these in ways which would be of greater benefit to deaf people.

Let us consider some possibilities.

1. The blackboard. Use it more than usual. Clarify and summarize on it at the beginning of the hour, and from time to time. The best way is to write on the board without speaking. Then turn around and face the class while you explain about what you have written. Do not speak with your back to the class. Do not speak and write at the same time.

The blackboard is a great help to deaf students because they have a special need for the spoken word to be made a visual one. With the blackboard, an instructor can create the visual word instantly.

Then there is one habit which most instructors have which must be broken immediately. When you are using diagrams or charts on the blackboard, never refer to a particular item or section as "this" or "that". Unlike the hearing student, the deaf student is not equipped to deal with this kind of explanation. When you point with a ruler and remark that "this" is correct while "that" is incorrect, you are forcing the interpreter to stop signing, turn his head, and grasp what you have indicated, in order to put it across to the student. There is not enough time for him to do this properly, and so the student may not get a clear idea of what you hoped to clarify by creating a visual aid. The latter must turn his attention from the interpreter's hands to the blackboard

momentarily. But his eyes cannot dwell at the point where your ruler touches or he will miss the signs.

Come to terms with this problem by being more explanatory as you go over points on the blackboard. Pause more often as you speak. Watch the movements of the interpreter as he attempts to draw attention to specific items. Do not force him to exceed his role of sign maker. He should not have to teach your material. And above all, watch the faces of your students as their eyes move from hands to blackboard and back again.

2. Prepared diagrams and charts. These are of great help to deaf students, especially if they outline or simplify the topic under discussion. Any visual means of rendering a complicated subject less complicated is appreciated by them. Again, remember not to refer to "this" and "that" in a careless manner, or the visual impact will be lost.

3. Transparencies. These are excellent visual aids. Whether you are using prepared transparencies or writing your own as you talk, with the right pauses in the right places you can illustrate clearly and strongly. And there is always enough light for clear interpreting, using the overhead projector.

Do consider xeroxing certain transparencies after the lecture. This might make the note-taker's job a lot simpler. Make one copy of each transparency per student.

4. Slides. These are as effective as transparencies. Consider making slides available to deaf students for use in a self-tutoring session when this might be helpful.

When you are showing slides in the classroom be sure there is enough light to illuminate the interpreter. This may be difficult in some classrooms where a door cannot be left ajar. Perhaps a small plug-in night-light could be used effectively if there is a place nearby to install it. The interpreter could also bring a flashlight to class if you warn him beforehand.

5. Handouts. These are most effective since the student may study them at his own speed and investigate the meanings of difficult words at his own convenience.

6. Texts used in class. The problem here has no easy solution. When you are lecturing and using a text at the same time, it is no use referring the class to the second paragraph on page ten and continuing to speak. When the eyes of your deaf students go down to the page, you have lost them. Their eyes are elsewhere. The interpreter is stranded. Do not go on talking, for you will certainly not be noticed.

You can "bring your students back" by flicking the lights, a signal which is discussed in ATTRACTING ATTENTION IN CLASS. You may also warn your students as you refer them to the page, that they have a limited time to read the paragraph and that they should raise their heads on completion,

as a signal for you to continue. Having students prepare ahead as much as possible avoids lengthy dwelling on the printed page. Deaf students, especially, perform poorly with material which is presented "cold".

Use transparencies and slides as much as possible if you feel that these can substitute for a section in a text. This way, at the cost of some preparation ahead of time, students may see the written word on the screen and the interpreter's hands at the same time. You may continue to lecture while you use the visual aid, which you could not do in the ordinary way. This is useful for hearing students too, and adds unity to the class.

7. Notes. These are usually prepared by a hearing student who is paid for his services. Hopefully, his observations and summaries are good ones for they represent more than an idle souvenir of some casual remarks you have made. I feel that the instructor has the responsibility to examine these notes periodically. Since the hearing student who prepares them receives payment, he is obligated to produce notes of good quality.

8. Your face and lips. Try to keep the deaf students within reasonable visual range so that they may read your lips without eyestrain, if they wish. This is not a satisfactory method of communication. Yet many like to do it, and most of the time deaf students will make haste to occupy seats in

the front of the room (and slightly to the side so as to be in front of the interpreter) for this purpose.

You should speak to the class from a position in the room which allows for adequate light to fall on your face. Do not stand with your back to a light in a dim room, for this puts your face in shadow. On the other hand do not force deaf students to lip-read in an intense glare. Reduce eye-strain to a minimum by being conscious of lighting effects.

Shape all speech sounds as completely as you can without exaggeration. Let your face be expressive, and do not obscure your face with hands or books. (See SPEAKING: LECTURE TECHNIQUE)

9. Films. Inform the interpreter in advance, so he may bring a flashlight to class to illuminate the signs. Depending on its complexity, the sound track will be more or less difficult to interpret.

10. Sign language of the interpreter. This visual aid is the last but not the least! The quality of the sign language depends not only on the skill and experience of the interpreter, but on how easy you are to interpret. (See SPEAKING: LECTURE TECHNIQUE, INTERPRETER: COOPERATION WITH)

VOCABULARY PROBLEMS

Many deaf people have a limited vocabulary and some inability to come to terms with abstract concepts through lack of practice. This puts them at a definite disadvantage when it comes to discussion of ideas or grappling with scientific or other specialized terminology. However, you may feel free to continue with your material in your usual way as long as you bear in mind the following things.

1. When you discuss ideas or use hard words in lectures, do cooperate with your interpreter in a reasonable manner to make sure everything has been transmitted. (See the sections on INTERPRETER)

2. Encourage your students to carry dictionaries and to use them often. This does not work as often as you might think, however, for dictionaries are hard for deaf people to use. Often the synonyms which are given as meanings in dictionaries are just as unfamiliar as the original words under investigation. (This leads to strange results in composition classes where the wrong synonym is selected to do a job in a sentence.) The trouble is that the process of distinguishing nuances of meaning in words is a most difficult thing for deaf people to do. For the most part, they lack the intuitive sense to select, which hearing students have through greater experience and resulting skill of communication.

3. Whenever possible, create some kind of glossary of terms. You should distribute it in advance if this is possible. You might choose to write a list of words or concepts on the board at the beginning of the hour or as you progress. Giving any advance warning of hard concepts and vocabulary is doing an immense favor to your deaf students. They definitely need extra time to come to terms with material which presents much fewer problems of meaning for hearing students.

4. Make quite sure that any task you have assigned is very clear in phrasing and vocabulary. Be aware that your deaf students are going to examine the actual wording of your assignment very carefully, because they know how easy it is to be tripped up by items which would be considered obvious by hearing people.

5. Be aware that the use of shared behavioral objectives must obviously be of enormous benefit to deaf students. With this kind of an approach, there are fewer surprises sprung on them as far as vocabulary and meaning are concerned. The more advance notice a deaf student has of the task he must perform, the better will be his performance of it. A contributing factor must be the extra time provided to discover meanings of vocabulary in the stated tasks.